SCHOOL VET HANDBOOK

INFORMATION FOR VET STAFF
ASHCROFT HIGH SCHOOL

2018

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RTO Compliance – specific school delivery site information:

NB If school personnel add additional information to the School VET handbook, it is the school's responsibility to update information to remain current.

RTO Compliance – specific school delivery site information
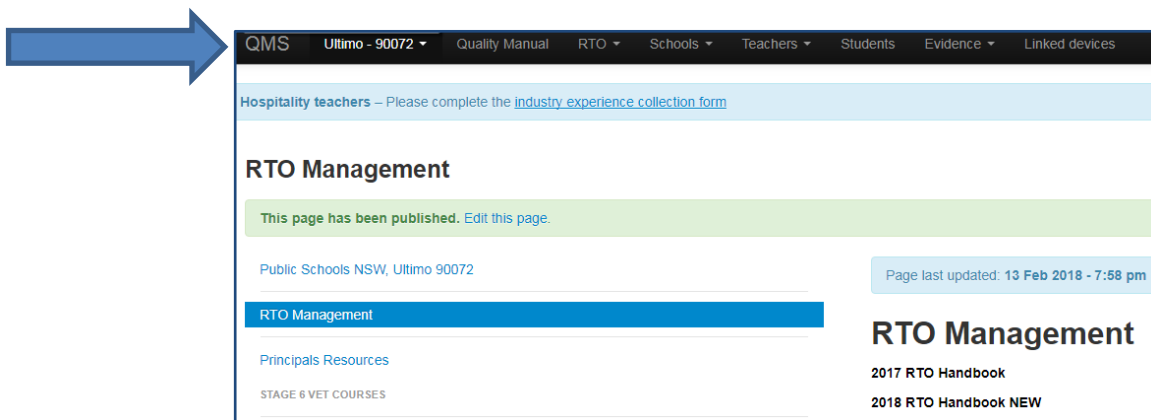
1. Introduction

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFE NSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo 90072 operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students. Ashcroft High School is a delivery site of RTO 90072. The School VET Handbook is intended to support teachers delivering and assessing VET courses within the school by RTO 90072 only. It is not intended for use by external providers of VET courses.

1.1 Quality Management System (QMS)

Throughout the School VET Handbook, you will find file paths to documents on QMS. The file path will start with QMS and the next words in the path refer to the black menu at the top of the screen:

Most supporting documents will be located on the Quality Management System (QMS). All members of the VET team should register for a QMS account to access RTO resources (the exception is Careers and Transition Advisers who have access to the Careers and Transition Adviser Blog Ed page.)

To register for a QMS account, go to https://qmsveis.info/login.php

Quality Management System

Please log in to access the QMS

Username [Username]

Password [Password]

[Sign in]

• Register for an account
• Forgotten Username/Password?
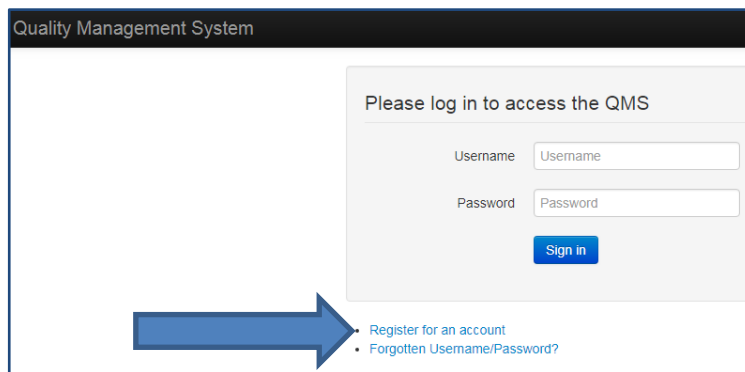
The following documents should be used in conjunction with the School VET Handbook to support RTO compliance with the National Regulator Australian Quality Skills Authority (ASQA):

- The **Quality Manual** provides an overview of the quality systems implemented and management responsibility to those systems for all Public Schools RTOs. *File path: QMS → Quality Manual*
- The **RTO Handbook** provides operational guidelines for high school principals, Vocational Education and Training (VET) coordinators, VET teachers and RTO personnel with written policies and procedures supporting the provision of quality training and assessment. It supplements other departmental policy documents, regulations and memoranda. *File path: QMS → Ultimo – 90072 → RTO Management*

1.2 School Background and Training Products offered

Ashcroft High School was established as a comprehensive high school in 1964. It currently has 514 students. 87 students are from ATSI background and 60% are from EALD backgrounds. The school is highly regarded because of sporting excellence particularly football, school wellbeing and social harmony and the commitment by staff to the Quality Teaching Framework. The school prides itself on meeting the individual learning needs of every student with the provision of an extensive Student Support Faculty and a well-utilised learning centre. In addition student vocational aspirations are catered for through an active career program and involvement with the not for profit BEACON organization. The education of the whole child is a major focus and students are encouraged to show student direction through a commitment to the SLC where a number of committee portfolios such as quality teaching and the environment currently provide approximately 30% of the student body the opportunity to develop leadership skills. Ashcroft High School also provides students a broad curriculum and has authority to run the following five vocational education courses across Stages 5 and 6.

Where principals acknowledge the Authority to Deliver (ATD) on QMS in an annual declaration, they agree to the school's capacity to meet all requirements of the training packages. Principals should not agree to offer a course unless they are committed to resourcing according to the training package requirements

VET courses may be either Industry Curriculum Frameworks (ICF) or Board Endorsed Courses (BEC). The syllabus for ICFs and course description for BECs are located on the NESA site at:
http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet
The school has Authority to Deliver (ATD) the following nationally recognised training products which are embedded within NSW Education Standards Authority (NESA) approved VET courses.

Training Product (Include code and name of qualification)	NESA course name	NESA course status ICF/BEC	NESA code	Cohort	Teacher/s qualified to deliver and listed on current school ATD
SIR30216 Certificate III in Retail	Retail Services	ICF	26911	2017 Preliminary 2018 Preliminary	S Naidu G Margiotta
CPC20211 Certificate II in Construction Pathways	Construction	ICF	26201	2017 Preliminary 2018 Preliminary 2017 preliminary Early Commencement(Yr 10)	Indar Deo Danny Donatiello

Statement of Attainment towards CPC10111 Certificate I in Construction	Construction	BEC	82501	2017 Stage 5 (Yr 9)	Indar Deo Danny Donatiello
ICT30115 Certificate I in Information, Digital Media and Technology	Information and digital literacy	BEC		2017 Stage 5 (Yr 9)	Ahmad Dakash Taylor Munro
ICT30115 Certificate III in Information, Digital Media and Technology	Information and Digital Technology	ICF	27301	2017 Preliminary 2018 Preliminary 2017 preliminary Early Commencement (Yr 10)	Ahmad Dakash Taylor Munro
SIT20316 Certificate II in Hospitality	Hospitality	ICF	26511	2017 Preliminary 2018 Preliminary	Katherine Mateos
SIS20513 Certificate II in Sport Coaching	Sport Coaching	BEC	50402	2017 Preliminary 2018 Preliminary	Rachel Carter Kellie Hodsdon Rachel Steinke

At Ashcroft High School the White card course is provided by external providers

Where the white card course is delivered by a Construction teacher from the school:

Training Product	Course name	Cohort	List qualified trainers and Trainer ID
Statement of Attainment towards CPC10108 Certificate I in Construction for the accredited unit of competency *CPCCWHS1001 Prepare to work safely in the construction industry*	SafeWork NSW - General Construction Induction Training	Stage 5-6 work experience students over the age of 14.	

Industry Curriculum Implementation Guide (ICIG):
- The ICIG provides details of equipment and resources required to deliver the course and should be completed by a qualified VET teacher, checked by the faculty Head Teacher and authorised by the principal. It is due at the end of Term 1 each year as part of the Schools' HSC monitoring requirements. *QMS → RTO → VET courses*

- Completed ICIGs should be uploaded to: *QMS → Evidence → School folder → VET Management.*
  Directors Educational Leadership will be advised of any ICIGs which are not fully completed by the end of term 1 annually.

Qualified teachers/trainers:
Only teachers who appear on the current ATD should be timetabled onto a VET class. A copy of the current ATD indicating qualifications and teachers who are authorised to deliver the VET course can be downloaded from:
QMS → Schools → Authority to Deliver

1.3 VET Management Structure and Organisational Chart:

The school VET team is supported by the Senior Pathways Officer from the School Services Directorate. The school VET team consists of:

Public Schools NSW Ultimo RTO 90072
RTO Manager: Alison Hughes
Senior Pathways Officer: Nathan Millet

School Delivery Site: Ashcroft High School

PRINCIPAL: Ted Noon

DEPUTY PRINCIPAL – VET SUPERVISOR:
Kylie Landrigan

FACULTY/KLA HEAD TEACHERS
Terry Jones (TAS /Industrial Arts
Chris Smith (TAS Hom Ec/ PDHPE)
Teresa Drapalski (Social Sciences)

OTHER HEAD TEACHERS
A Canobra (Student Support Services)
D Azzi (Science, WHS Committee

VET CORDINATOR
Teresa Drapalski (Sem1)
Katherine Mateos (Sem2)

See duties outlined below

DELIVERING VET TEACHERS
Katherine Mateos
Gina Margiotta
Subha Naidu
Kellie Hodsdon
Rachel Carter
Taylor Munro
Ahmad Dakash
Danny Donatiello
Indar Deo
Nicole Portelli (In Training- SP)
Chris Walton (In training -SP)

NON-DELIVERING VET teachers
Rachel Steinke(Mat Leave)

SPECIALIST SUPPORT STAFF
Petar Matic - Career Adviser,
Kirsten Zaccaria –EALD teacher,
R Pekar/J Purcell- LaST

SCHOOL ADMINISTRATIVE SUPPORT STAFF (SASS) –
Debbie Cross/ Karen Shephard

All VET team members have specific duties.

Role	Responsibilities
Principal	Overall responsibility for VET in the school. Attend VEiS meetings twice per year.
Deputy Principal	Liaises closely with the Head Teacher Administration/VET Coordinator and the VET team in conjunction with the Principal, as part of the school's faculty support process to establish and monitor processes and policies to ensure RTO compliance
VET coordinator/	Role statement is in the RTO Handbook 3.1.2 (See extract included below)
Delivering VET teachers	Promote, develop, deliver, monitor and evaluate VET courses and assess VET student progress. Attend PL, maintain industry currency, and currency of credentials and knowledge of RTO compliance
Non-delivering VET teachers	Attend PL, maintain industry currency, and currency of credentials and knowledge of RTO compliance
Head Teachers supervising VET teachers within the faculty	Each VET teacher is supervised by their faculty Head Teacher who supports subject selection, program and resource development, course evaluation, student progress and support, HSC monitoring and PDPs.
Specialist support as required e.g. Careers and Support Teachers (LaST), EALD teacher	Provide specialist support for VET students as required The careers teacher shares responsibility for NESA entries, monitors SBATS
School Administrative Officer (SAO)	Responsibility for VET administrative procedures including USI verification, Scanning documents including assessment tasks , files Student Placement Records

Financial Management Procedures:
- School financial management operates within the policy guidelines of NSW Department of Education. The Principal has the responsibility and authority for ensuring compliance with financial management policy and procedures.
- The Faculty Head Teacher manages funds related to the purchase of resources for each course as allocated by the principal.
- The VET Coordinator manages funds related to other aspects of VET, such as funds available to assist staff in supervising work placement, and other VET Support Funds. Anna Canobra, Head Teacher Student Support Funds manages funds to support students with disabilities and are used to hire SLSOs who support students in the classroom.
- Accounts are audited as requested by the Department of Education and reports are available on request.
- the LMBR UI Codes have been added to the top right hand corner of the assessment schedule for each cohort. to assist schools to generate invoices to students. hese may be downloaded from:
  QMS→ Ultimo – 90072 → RTO Management → Assessment

Timelines
Details of specific tasks and timeframes are included in calendars which are located at:
- VET Coordinators and VET teachers: *QMS → Ultimo 90072 → RTO Management*
- Principals: *QMS → Ultimo 90072 → Principal's Resources*
- Careers and Transition Advisers: *Careers and Transition Advisers Blog Ed page*

NESA provides a timetable of actions for schools encompassing the administrative procedures associated with Schools Online:
http://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/actions-for-secondary-schools

VET Team Meetings
The school VET team meets regularly, at least once per term. Meetings are held on Tuesday after school and are scheduled on the school calendar. The team meets in library Annex Meeting agendas and the minutes of previous meetings are stored in the VET folder on the school server Teacher/Common staff/t-z/VET/VET committee meetings . The VET Coordinator will upload meeting minutes after each meeting.

Regular VET Team meeting agenda items include:
- Information from RTO VET Coordinator and VEiS meetings
- RTO compliance - status report of previous audit report recommendations, addressing deficiencies, goals for current year are based on areas identified in the previous year Self-Assessment Package and/or audit report

- Work Health and Safety e.g. signage, Personal Protective Equipment (PPE), identification of risks
- Work placement issues
- Budget including resources required and teacher training
- Professional Development of trainers and Industry Currency opportunities
- Reminders e.g. QMS uploads, Schools Online updates, follow the VET teacher calendar

1.4 The Role of the VET Coordinator: *1.   Coordinate VET programs*

- *coordinate school delivery site obligations and responsibilities for RTO compliance*
- *prepare and organise school VET team for internal RTO audits and external ASQA audits*
- *complete the Authority to Deliver process annually (ATD)*
- *coordinate responses to the RTO e.g. School Profile, ICIG, BECIG*
- *liaise with Senior Pathways Officers*
- *advise and anticipate teacher training needs*
- *submit an Applications to Run (ATR) for new courses*
- *facilitate the collection of client feedback and evaluation on behalf of the RTO*
- *oversee record keeping including student assessments, SafeWork NSW and work placement records*

2.   Promote VET within the school

- *lead the school VET committee*
- *liaise with Careers Advisers/Curriculum Coordinators/Head Teachers/Support Teachers/Learning Support Team*
- *liaise with timetable committee regarding delivery and workplace learning needs*

3.   Liaise with VET teachers

- *support and advise VET teachers and disseminate information*
- *encourage and facilitate professional development of VET teachers to support industry currency*
- *facilitate and encourage assessment validation activities at school level*
- *coordinate school VET meetings/agenda, at least once a term*
- *record Teacher Qualifications and maintain copy of qualifications held for each teacher*
- *keep relevant VET records, ICIG, BECIG, WPL documentation, course profiles, student details*
- *monitor Schools on line entries, monitor and maintain school system for central recording of competencies – delivered and achieved, including electronic backups*
- *ensure all students have provided a USI to the teacher and stored on NESA prior to credentialing.*
- *ensure all VET teachers have and maintain electronic competency records for all cohorts*
- *advise and assist with school VET Assessment Policy*

4.   Work placement

- *ensure VET work placements are aligned to the Department of Education Workplace Learning Policy*
- *oversee and implement VET student Work Readiness Program in consultation with the Careers Adviser and key personnel*
- *set up processes for matching of students, monitoring and timetabling of work placement*
- *liaise with South West Connect, to provide feedback and evaluation regarding issues occurring at host employer site*
- *oversee record keeping and central archiving of Student Placement Records (SPR).*

5.   Funding

- *liaise with SASS / Head Teachers*
- *oversee allocation and maintain appropriate expenditure*
- *complete applications / submissions as required*

6.   Vocational Education in Schools Committee

- *be an active member of the local VEiSC*
- *liaise with local VEiSC members*

7.   Support VET students

- *facilitate subject selection*
- *manage work placement issues*
- *provide information to parents*

- *support students with special needs*
- *liaise with relevant Head Teacher and/or senior executive*
- *assist with VET appeals, RPL and refunds."*

Source: [Public Schools NSW Ultimo RTO 90072 2018 Vocational Education and Training Handbook](#)

Additional resources for VET Coordinators

VET Coordinators should join the Public Schools NSW – Ultimo 90072 VET Coordinators Blog Ed site which provides many templates and support documents including:

- VET Meeting templates
- Checklist when teachers leave and arrive at your school
- Purchasing Plan
- A summary of administrative roles associated with VET

2. Marketing and Recruitment

2.1 Subject Selection – information course descriptors, flyers

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator Katherine Mateos or Careers Adviser Petar Matic before choosing the course to ensure they are fully aware of the requirements. Students with special needs also speak to the LaST

The VET Coordinator liaises with appropriate Senior Executive/Head Teachers to determine course offerings for the following year. Only the courses which the school has Authority to Deliver are included in the offerings. The school may apply to add a new qualification to the Authority to Deliver via the Application to Run a new VET course process. This is completed in consultation with the Senior Pathways Officer and should be finalised by May in the year prior to introducing the course. The Application to Run is available at: *QMS* → *Ultimo – 90072* → *RTO Management*

VET Coordinators will access the current RTO Course Descriptors for the following year and Head Teachers will adjust the RTO Course Descriptors to include all fees (e.g. consumables, white card courses, PPE or uniforms, tools and equipment) as well as the pro rata refund policy. The Deputy will consult with the VET Coordinator and Head Teacher to confirm advice to students and parents is accurate prior to publishing.

RTO resources including Jump Ahead brochures and Course Flyers will be distributed to students at subject selection events by the careers advisor.

2.2 Fees and Refunds

Course fees are determined by faculty Head Teachers in consultation with VET teachers and the Principal each year. Students must be informed of the required fees prior to choosing VET subjects. The subject selection handbook issued to students during the subject selection process will include fees for each course. Additionally, students pay for the cost of travel during work placement. Students in financial hardship situations may be able to access the Student Assistance Scheme by application to the Principal. The uniform for Hospitality is provided by the students in the form of Black shoes, black shirts, Black skirts/pants for functions. The school purchases aprons, which are lent to the students for functions and practical lessons. The school maintains the aprons (dry cleaning/ironing).

If a student withdraws from a VET course the student may apply for the refund of some or all the fees paid in advance. This will generally be on a term by term basis. Student refunds are dependent on the length of time that students are enrolled in a course e.g. if a student leaves a course half way through the school year, the student may be entitled to a refund of 50% of contributions paid. The following may also be taken into consideration:

- the reason for withdrawal from the course
- costs incurred in setting up the course, and
- amount of course completed.

The decision will be made by the faculty Head Teacher and the VET teacher.

3. Enrolment

3.1 Student Induction

All students who are newly enrolled in a VET course must complete the Student Induction.

- **Step 1**: Complete PowerPoint presentation and read the Student Induction brochure
  View the VET Student Induction PowerPoint presentation available at:
  QMS → Ultimo 90072 → RTO Management → Student Induction
  Read through the Student Induction brochure (this is distributed annually at the Term 4 VET Coordinators meeting).
- **Step 2:** Create or find Unique Student Identifier (USI)
  Students create or find a USI at: https://www.usi.gov.au/
  For students requiring support to create a USI, the VETCO informs the SAO Debbie Cross who will arrange for them to have a suitable form of identification or a picture of it (e.g. Medicare card, passport, drivers licence), create a USI at school. *Note at Ashcroft the SAO Debbie Cross creates High School USIs where possible in the year prior to the student commencing a VET course.*
- **Step 3:** Complete online Student Induction form
  Complete all fields of the VET Student Induction Google form including the USI. The form can be located at: https://goo.gl/forms/ZKz1zKTMtLCsI9AJ3 (*sign in using your @education.nsw.gov.au email)to view the form prior to administering for students.*
- **Step 4**: Complete optional LLN Robot quiz
  VET students should complete an online quiz using the LLN Robot at: https://ultimorto90072.lln.training/login
  The results of the quiz will help teachers identify students requiring support in the areas of Language, Literacy and Numeracy (LLN).
- **Step 5:** Complete Student Enrolment Agreement and Privacy Statement
  All students must complete and submit the Student Enrolment Agreement and Privacy Statement**.** The VET Teacher collects all required forms including the signed VET Student Enrolment and Privacy Notice (including parental signature for students under the age of 18 years). The VET Coordinator retains all Student Enrolment Agreement and Privacy Statements and uploads them to: *QMS → Evidence → School evidence folder → VET management*
  Once it has been uploaded to QMS the original should be destroyed.

3.2 Uploading verified Unique Student Identifier (USI) to NESA

- **Step 1:** Set up the AUSKey
  Establish roles and responsibilities for verification of the USI. Approved staff applies for an AUSKey from RTO Manager and install the AUSKey in the personal computer which will be used to verify USIs. Current version of Java must be enabled. (Operators may have more success using Internet Explorer as the browser on some computers).
- Staff member/s responsible for:
  - o Liaising with students to create/find the USI: (SAO Debbie Cross)
  - o Verify the USI: (SAO Debbie Cross)
  - o Upload the verified USI to Schools Online: (VETCO Katherine Mateos/ Teresa Drapalski)
- **Step 2:** Verify student USIs

  The RTO will send a weekly completion report of the Student Induction Google form to VET Coordinators at the start of the school year. The report includes all details (submitted by students) required to verify the USI. VET Coordinator/SAO go to www.usi.gov.au to verify each student's USIs using the data from the RTO Student Induction completion report.
- **Step 3:** Upload USIs to NESA
  Download the Excel CSV file from NESA and enter the verified USI numbers from Step 2. Upload CSV file to NESA as per instructions on Schools Online.
- **Step 4:** Access the USI transcript service for students applying for Credit Transfer
  By signing the Privacy Statement students have given school and RTO personnel access to the transcript service on the USI site. Where students apply for credit transfer for any units of competency they have completed after 2016 this can be checked via the USI registry.

3.3 Schools Online

The principal authorises Schools Online access for appropriate personnel and determines the level of access of staff members. The important processing dates are disseminated and monitored by the Supervising Deputy Principal and published in the School Calendar. Enrolment entries are timed to meet advertised deadlines (HSC and RoSA timetable of actions for schools from the NESA website). Processing dates are generally as follows, but schools should check NESA for specific dates and events:

DATE	EVENT
January - March	Enter students to VET courses
March - April	Submit Stage 5, Preliminary & HSC credential and competency enrolments
August - September	Submit HSC Estimated Marks for VET Examinations
September - November	Submit outcomes for VET Course Competencies and work placement hours

Source: http://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/actions-for-secondary-schools

VET teachers provide accurate information via the completed Electronic Competency Record (ECR) to facilitate this process. ECRs should be located at: Teacher/Common staff/t-z/acompetency records and reports

VETCO Katherine Mateos/Teresa Drapalski enters data on Schools Online website once a term. Data is checked for accuracy by the VET teacher and the Supervising Deputy Principal as required, at least once per term.

The Deputy Principal/Careers Advisor may also enter VET course data on Schools Online website.

Work placement hours and course competency entries are made by the VET Coordinator at the time of school reports i.e. twice per year.

Entering Preliminary Units of Competency (UOC) and Outcomes

- The assessment schedules indicate the UOCs to be entered for each VET course. Only enter UOCs which will be studied in the Preliminary year, do not enter all UOCs for the 240 Hour course.
- At the end of Year 11, outcomes for all competencies must be entered. Enter ACHIEVED if the student has achieved a UOC. If a student does not achieve a Preliminary unit of competency, click CONTINUING
- Generate and save a report from: **Schools Online → My Files → VET Student Course Competencies**, to have a record of all student competency outcomes.
- All outcomes that signify achievement (i.e. ACHIEVED, RPL, Credit Transfer etc.) stay in the Schools Online system and do not have to be re-entered in the HSC course.
- These outcomes will be listed on the VET Statement of Attainment students receive with the Record of Achievement at the end of the Preliminary course, only if the student has a verified USI stored on NESA Schools Online.
- If no "Achieved" outcomes are entered, no VET credential will be issued. The VET credential is important to students exiting the course or leaving school.

Entering HSC Units of Competency and Outcomes

- Enter all HSC UOCs, **plus** any Preliminary units. Schools Online will automatically recognise any UOCs achieved in the Preliminary year.
- All units of competency are given an outcome for students to receive the appropriate VET credential for the HSC only if the student has a verified USI stored on NESA Schools Online.
- "Continuing" is not to be used as an outcome in the final year of study.

Use the following table as a guide to the appropriate outcome to record for each student:

NESA Outcome	NCVER Outcome	Explanation *(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)*
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted **all requirements for the assessment** and has been **assessed** as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI

- Students completing Industry Curriculum Framework courses should also be entered to the HSC examination. It is recommended all students be entered to the HSC examination. Students may choose to withdraw from the HSC examination later in the year.
- The HSC examination has a different course number and for students studying IDT, Hospitality and Automotive the correct stream must be chosen: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/industry-curriculum-frameworks/icf-numbers

3.4 Recognition of Prior Learning (RPL) and Credit Transfer (CT)

If a VET student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

Students can appeal against an RPL determination to the school Principal. Following review by the Principal, if a student is still not satisfied, the student may appeal to the RTO against the RPL determination.

For more information and to download the application form go to:

http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/recognition-of-prior-learning

If a student has completed a unit of competency with another RTO prior to 2016 (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded. For units of competency complete after 2016 the USI transcript service may be used, provided the student has given permission or if the student can provide the original credential.

4. Support and Progression

4.1 Identifying and providing support for students with additional learning needs

Students with additional learning needs may come from a cultural background such as English as an Additional Language or Dialect (EALD) or Aboriginal and Torres Strait Islander students. All staff should follow school procedures for referral to

appropriate learning including the Learning and Support Teacher (LAST) and English as a Secondary Language or EALD teachers and Aboriginal Coordinators within the school.

The RTO has purchased an online platform intended to support specialist staff in schools to provide appropriate targeted support for students to reach the appropriate Australian Core Skills Framework (ACSF) level to successfully participate in the VET qualification.

- **Step 1:** Students completed the online quiz via the LLN Robot during the Student Induction https://ultimorto90072.lln.training/login
- **Step 2:** The RTO generates a completion report and enrolls students into the appropriate VET qualification on the LLN Robot site
- **Step 3:** The LLN Robot site generates an individual supplement. A link will be sent to the VET Coordinator to forward to the .... student.
- **Step 4:** The VET teacher together with any specialist staff support the student to complete the learning supplement and/or any additional support deemed necessary for the student to have a successful learning outcome.

4.2 Reasonable adjustment

VET teachers should work closely with Learning and Support Teachers to make reasonable adjustments for students with additional learning needs. The underlying principle is the integrity of the task must be maintained and any reasonable adjustments must be fair for all students. Adjustments made to tasks should not prevent the task from being used to assess the entire unit of competency. For more information refer to the PowerPoint presentation which has been developed and is available on the QMS:

QMS → Ultimo – 90072 → RTO Management

Any adjustments made for whole cohorts and for individual students must be recorded in the Training and Assessment Strategy (TAS) and then the assessment task for the individual student and the Evidence and Answer Guide (EAG) for the cohort.

5. Training and Assessment

5.1 VET teacher training

There are two opportunities for teachers to apply each year, during Term 1 and Term 2. Priority is given in Term 1, to emergency replacement situations when a vacancy occurs because of transfer or leave circumstances. (*Source: RTO Handbook 2.2.2*) Succession planning should be considered in consultation with VET teachers to determine plans where possible e.g. retirement, extended leave. Semester 2 training applications are due in early May and should consider planning to ensure sufficient teachers are available to meet demands the following year.

Refer to the Senior Pathways (Vocational Programs for Secondary Students – VPSS) site to determine a teacher's eligibility to meet entry benchmarks from the range of entry pathways**.** The 2018 VET teacher training forms can be downloaded from: ***QMS → RTO Management → Teacher training***

When completing the application form the school should consult with the Senior Pathways Officer, particularly regarding funding sources.

Teachers who successfully apply for VET teacher training are required to:
- Attend a 1-day Methodology Orientation to VET with presentations by NSW Educational Standards Authority (NESA), VET Teacher Training officers and experienced VET teacher facilitators.
- Complete Industry specific training (including Industry Placement) to acquire the relevant qualification
- Complete the Certificate IV Training and Assessment qualification.
- Attend the RTO Induction, which is held early Term 1 for new teachers to learn the policies and procedures of RTO 90072.

5.2 VET teacher industry currency

Industry currency is a requirement of the RTO Standards 2015 as well as the Australian Professional Teaching Standards. The RTO encourages VET teachers to consider including a VET related goal in the Performance Development Plan (PDP) which will

be monitored by the faculty Head Teacher. The Improving Industry Engagement (IIE) form identifies a range of activities VET teachers may use to maintain industry currency. It links the activity to units of competency being delivered, assists teacher to analyse the quality of the professional learning and encourages them to address gaps over time. The IIE form addresses the currency of professional learning undertaken in training and assessment.
Forms downloaded from: *QMS* → *RTO Management* → *Improving Industry Engagement*

5.3 Supervised Delivery Plans

A Supervised Delivery Plan is required for situations when teachers delivering a national training product to students for a short period of time are not qualified trainers or accredited. The delivery plan will detail all aspects of the replacement arrangements and will identify a Supervisor, who is a qualified VET teacher. The plan may be required when the VET teacher is in training, or when a casual teacher is placed on the class when the regular teacher is absent for a short period.

The RTO encourages mentors from neighbouring schools (including Trade Training Centres) in these arrangements. Forms downloaded from: *QMS* → *RTO Management* → *Supervised Delivery Plan*

5.4 Training and Assessment Strategy (TAS), training resources, teaching programs

Competency-based training is based on performance standards that have been set by industry. The Training and Assessment Strategy (TAS) may be downloaded from QMS and adjusted for local needs for each cohort. It informs VET teachers suitable training resources provided by the RTO which may be used in course delivery e.g. Passing Lane, Didasko. All VET courses should have a teaching program as part of NESA and HSC requirements.

Teachers should download the teaching program template and access Blog Ed for ideas about teaching resources (e.g. websites and resources from other teachers). To access Blog Ed: **Login to DoE Staff Portal** → **My Learning Tools** → **Blog Ed**
If you cannot see the Blog listed on your dashboard you will need to request access from your Senior Pathways Officer and/or school principal.

It should be uploaded to QMS: *Evidence* → *School Evidence Folder* → *VET Management*

5.5 Competency based assessment

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace. Principles of Assessment and Rules of Evidence embedded in the RTO Standards 2015 are incorporated into all mandated validated assessment tasks. The school Vocational Education and Training (VET) assessment policy is also based on NESA guidelines.

All VET courses follow Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N Determination' notification and appeals procedures.

VET courses contain both core and elective units of competency (UOCs). A UOC may be elective for the AQF but mandatory for the HSC (and vice versa). Assessment of VET courses has two distinct purposes:

Assessment for the Australian Qualification Courses (AQF) is competency based:
- Applies to all VET courses, and provides a means for industry recognition.
- To gain an AQF Certificate I or II, students must provide evidence that they have reached the competency standards for every unit in the VET course to satisfy qualification requirements. It should be noted that additional units of competency may be included in VET courses to satisfy NESA requirements.
- To be eligible for the qualification students must satisfactorily complete all assessment requirements for every UOC included in the course to meet qualification packaging rules. Students who complete all requirements for at least one UOC will be eligible for a Statement of Attainment.
- Students may attempt assessment tasks more than once.

Assessment for Higher School Certificate (HSC)
- Standard school assessment procedures must be followed.
- Students must complete all HSC content and mandatory work placement. For more information about satisfactory completion of VET Courses go to: https://ace.nesa.nsw.edu.au/ace-8028

- Students wanting to include the VET course in the Australian Tertiary Admission Rank (ATAR) must complete the optional HSC examination (only available for students completing the 240 hour Industry Curriculum Framework course).

It is expected that all VET teachers provide effective feedback following assessment to explain to students:
- How they are going
- Where they are going
- How are they going to get there

For more information about effective post assessment feedback, go to:

QMS → Ultimo-90072 → RTO Management → Assessment feedback

5.6 Assessment/Version control

All school documents and handbooks relating to VET will be updated regularly to ensure accurate and current advice is issued to students and parents. The following documents will be checked by the VET Coordinator, Teresa Drapalski/ Katherine Mateos to ensure RTO compliance:
- Assessment booklets
- Subject Selection booklet
- Training and Assessment Strategies
- Assessment Tasks
- Evidence and Answer Guides
- School VET Handbook
- School report templates

The school VET coordinator ensures that information and documentation are the most current available through version control. The VET coordinator ensures the currency of:
- ✓ Footers including page numbering and evidence of the date of issue/circulation/publication:
- ✓ Assessment events/tasks
- ✓ Syllabus documents/excerpts
- ✓ All information from DoE/ RTO
- ✓ ACE references

Follow school policy for the distribution of assessment documents to students and sign a register if any changes are required to show students have received the current information. Upon receipt of an update, all redundant information is discarded.

Note cohort differences on the QMS, for all assessment schedules and tasks. (This may be particularly important for VET courses affected by the Transient and Teach Out rule). Delivering VET teachers should access the most current version of all VET training and assessment documents from the QMS: www.qmsveis.info

Assessment Schedules

Assessment Schedules are embedded in the TAS and are also distributed separately to VET Coordinators at the commencement of the Prelim and HSC course at: **QMS → RTO Management → Assessment Schedule**

If changes occur mid-course the changes will appear in the Assessment Schedules distributed to VET Cos during Term 3-4. The TAS may also be re-issued as version 2. *NB the LMBR UI Code has been added to the Assessment Schedules for each cohort in the top right hand corner.*

Assessment schedules must be customised for local site delivery:
- For each Industry Curriculum Framework VET course, insert the % weighting for each exam in the right hand column prior to printing and distribution to students. The RTO recommends two exams should be used to determine the final estimate exam mark for the HSC. The final estimate exam mark will only be used as in the case of misadventure.
- Delete elective options which will not be delivered and only include UOCs which will be delivered to your students

QMS 🔔 128 👤 Lyn Kenny ▾

Ultimo - 90072 ▾   Quality Manual   RTO ▾   Schools ▾   Teachers ▾   Students   Evidence ▾   Linked devices

Business Services

This page has been published. Edit this page.

Public Schools NSW, Ultimo 90072

RTO Management

Principals Resources

STAGE 6 VET COURSES

Assistant Dance Teaching
Business Services
Construction
Entertainment Industry
Hospitality - Food & Beverage
Hospitality - Kitchen Operations
Hospitality - Specialisation
Information and Digital Technology
Metal & Engineering
Primary Industries
Retail Services
Screen and Media
Sport Coaching

STAGE 5 VET COURSES

Agri-food Operations
Business Services - Cert I
Construction - Cert I
Hospitality - Cert I
Information and Digital Literacy
Manufacturing (Pathways) - Metal Stream
Retail Services - Cert I

Page last updated: **20 Feb 2018 - 6:43 pm**

-
  - 2018 - 2019 Training and Assessment Strategy 240 hrs x 2 years
  - 2018 - 2019 Training and Assessment Strategy 240 hrs x 1 year
  - Assessment Tools
    - Cluster A
      - Assessment task
      - Evidence and answer guide
    - Cluster B
      - Assessment task
      - Evidence and answer guide
    - Cluster C
      - Assessment task
      - Evidence and answer guide
    - Cluster D
      - Assessment task
      - Evidence and answer guide
    - Cluster E
      - Assessment task
      - Evidence and answer guide
    - Cluster F
      - Assessment task
      - Evidence and answer guide
    - Electronic Competency Record
    - Improving Industry Engagement

  - 2017 - 2018 Training and Assessment Strategy
  - Assessment Tools
    - Cluster A
      - Assessment task
      - Evidence and answer guide
    - Cluster B
      - Assessment task
      - Evidence and answer guide
    - Cluster C
      - Assessment task
      - Evidence and answer guide
    - Cluster D
      - Assessment task
      - Evidence and answer guide
    - Cluster E
      - Assessment task
      - Evidence and answer guide
    - Cluster F
      - Assessment task
      - Evidence and answer guide
    - Electronic Competency Record
    - Improving Industry Engagement

- BlogEd
- Industry Curriculum Information Guide (ICIG)
- Student Placement Record
- Teaching Resources - Passing Lane
- Additional Resources -
  - BSBINN201 Contribute to workplace innovation
  - BSBITU307 Develop keyboarding speed and accuracy
  - BS Guide and additional financial records resource
  - TLIP2029 prepare and process financial documents

Assessment Tasks

Before issuing assessment tasks to students:

- ✓ Add school logo
- ✓ Adjust any parts of the tasks in red font to customize the task for local needs

Upon receipt of the task students must:

- ✓ Indicate if learning support is required and seek support for specific learning needs
- ✓ Complete all parts of the task
- ✓ Follow instructions and marking criteria

Upon submission of the assessment teachers should:

- ✓ Record observations on checklists and complete the EAG
- ✓ Make an assessment judgement based on all evidence
- ✓ Parts of a task will be deemed either Satisfactory or More Evidence Required (MER)
- ✓ Indicate the outcome as either Competent or Not Yet Competent and advise students about resubmission (as required)
- ✓ Provide effective feedback
- ✓ Sign the task to verify the completion of the assessment
- ✓ Return the completed task to the student to sign

The student has an opportunity to receive feedback following the assessment and:

✓   Acknowledges assessment outcome

The completed assessment task is stored according to the archive policy below in section 6.3.

5.7 Assessment validation

Validation is a quality review process that confirms the RTO's assessment system can consistently produce valid assessment judgements. The validation process involves reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes if applicable.

The RTO has developed a NESA registered course entitled ***VET Assessment Validation for Ultimo RTO:***
This is an instructor led course for three hours, which details the validation processes for a Registered Training Organisation's (RTO) assessment practices and judgements. This course is inclusive of all VET courses. Participants will focus on:

- The process of assessment validation and how it relates to RTO practices in schools.
- The training products that will be validated using RTO mandated assessment tasks and evidence and answer guides.
- How the outcomes of the validation activities will be documented and acted upon.

Schools may choose to implement the principles of VET assessment validation in a local professional learning activity. Download the PowerPoint developed by the RTO at: ***QMS → RTO Management → Assessment Validation***

The RTO assessment validation schedule is embedded in the procedures document and is available at:
QMS → Quality Manual → Procedure documents → Validation

5.8 Work Health and Safety

VET learning spaces are a simulated industry setting and as such should comply with industry standard. All VET learning areas must display appropriate, relevant, industry specific signage to support the promotion of WH&S procedures. Learning spaces should be managed by staff as they would be in industry in terms of site induction, safe use of equipment, use of PPE. WHS is the responsibility of all staff and students. Many learning activities for VET courses require students to conduct WHS site inspections. Where WHS issues are raised by students because of site inspections these should be raised with the schools WHS committee following school processes. The WHS committee representative is Donna Azzi.

5.9 Hospitality Alternative Assessment Model (HAAM)

The Hospitality Alternative Assessment Model is embedded in each Hospitality TAS, and is to be completed annually, or if any staff changes during the year. It is to be completed by the VET Coordinator in consultation with the faculty Head Teacher and Hospitality teachers. At Ashcroft High School Katherine Mateos meets the standard for industry experience and supervises and signs off on cluster assessments
The Hospitality Alternative Assessment Model Implementation Guide is linked on the QMS for each Hospitality course at:
QMS → Ultimo -90072 → Hospitality- Food & Beverage

Hospitality teachers are encouraged to promote links with local industry partners.

6. Completion

6.1 Electronic Competency Record (ECR)

The Electronic Competency Record (ECR) for each new cohort should be downloaded from the QMS. The names of students and all competency completion data should be entered on the "Competency Register" tab. Data entered will populate the remaining sheets of the ECR. Students may request to see this record at any time to determine their progress and seek advice about options for further training and assessment if deemed not yet competent for any unit of competency. For a student to achieve competency in a unit all elements of competency must be achieved.

Once the cohort information has been added, the ECR should be stored on a central location on the school server Teacher/Common staff/t-z/acompetency records and reports . The ECR should be located centrally to allow for Petar Matic the person responsible for Schools Online entries to access the current version. Individual VET teachers are strongly encouraged to maintain a backup of ECRs.

The ECR must be updated by VET teachers after the assessment task has been marked and a judgement of competency has been made. Teachers should indicate the date assessment decisions were made. This is usually at the end of each term. Teacher

should adjust any changes to the assessment decision as a result of resubmissions of tasks and record the date the student was deemed competent.

The student report pages on the ECR may be issued to students at the reporting period. Additional functions of the ECR are to:

- Calculate the estimated HSC exam mark by inputting the % weighting used to calculate the estimate
- Record host employer details for work placement and calculate hours completed

In the event students withdraw from a VET Course do not remove the student from the ECR as they may return. Indicate the date the student withdrew from course and record the assessment outcome as "Withdrawn".

The VET teacher will be asked to confirm competency outcomes before a student withdraws from a VET course on Schools Online. When a student leaves school or withdraws from a VET course the class teacher must supply an up to date record of competencies achieved and work placement hours to the VET Coordinator for Schools Online entry. A Statement of Attainment or VET Credential may be generated at the request of the Deputy Principal as part of the exit procedure.

6.2 Student reports

VET reports will be completed using the ECRs reporting system.

For students undertaking VET courses in the Preliminary year, there is a Semester 1 interim report mid Term 2 and a Preliminary end of course report issued at the end of Term 3.

For HSC students, there is a Semester 1 report (Mid-Course Report) issued early Term 2 and a final report issued at graduation. Copies of school reports are filed in the student files.

Requirements for school report templates:

- ✓ Work placement hours completed (/35 for Preliminary and /70 for HSC students)
- ✓ No mark and ranking (except an exam)
- ✓ Outcome is Achieved/Not Achieved/Not yet delivered (or Competent/Not Yet Competent etc)
- ✓ Correct qualification code and title
- ✓ Correct NESA course name
- ✓ RTO name/number
- ✓ Correct UOC codes and titles
- ✓ Teacher comment on progress

6.3 Archival Policy/QMS Uploads

Student assessment evidence includes:

- Completed RTO mandated validated assessment tools
- Assessment undertaken for General Construction Induction Training courses delivered by RTO 90072 trainers,
- Recognition of Prior Learning (RPL)
- Evidence submitted for Credit Transfer

"An RTO is required to securely retain, and be able to produce in full at audit if requested to do so, all completed student assessment items for each student… for a period of six months from the date on which the judgement of competence for the student was made."
(Source:
https://www.asqa.gov.au/sites/g/files/net2166/f/GENERAL_DIRECTION_Retention_requirements_for_completed_student_assessment_items.pdf

The RTO requires all student assessment tasks to be stored in an environment which is secure from fire, flood, vermin and theft, and is accessible to RTO staff outside normal school hours. The QMS satisfies all these requirements. Completed student assessment tasks, evidence and answer guides and additional evidence are uploaded to QMS once the task has been marked and scanned. Scanning is completed by SAO Karen Shephard and uploading is completed by the delivering teacher.
QMS → Evidence → School folder → Student Folder → Cohort → VET Course → Cluster

Electronic Competency Records (ECRs) may also be archived by the school in the archives section Teacher/Common staff/t-z/a competency records and reports and on an external drive every semester and kept off site

Student Work Placement Documentation

A range of documents support workplace learning including:
- Student Placement Records (SPRs)
- student work placement journals
- documents completed when a student suffers an accident or injury during work placement
- record of contact with employers and students during work placement (ECR)
- information concerning any incident, complaint or grievance which occurs during work placement

During work placement, SPR's and evidence of the completion of work placement hours are managed by the VET teacher. Upon completion of work placement, Student Placement Records are given to Debbie Cross SAO who organises for placement of the documents into the individual student files. Individual student files are located initially in filing cabinets in the school administration office and then in the storeroom next to the Social Sciences faculty staff room). Student Placement Records are stored for a 7-year period from the time of completion. When a student suffers an accident or injury during Work Placement all documentation including teacher contact with the student during the placement must be kept for 25 years. The school archive is managed by the School Administration Manager (SAM). At the end of the student's school enrolment personal files are transferred to the school archives by the SASS staff. Disposal of documents is organised by the School Administration Manager and authorised by the Principal.

General Construction Induction Training Records
Upon completion of the General Construction Induction Training (White Card), for Year 9-10 work experience and Construction students, all documents as specified by the RTO are to be stored on QMS for a period of 3 years. Records should be stored according to RTO policy at:
QMS → Evidence → school folder → VET Management → White card → Cohort (Year, date, trainer name)

6.4 Student Reviews/Appeals

Students have access to an appeals process if they are dissatisfied with the assessment process. The student should first discuss the issue with their VET teacher. If still not satisfied, the student should discuss the issue with the Faculty Head Teacher. If the issue is not resolved the student has a right to formally appeal the process as detailed in 2.1.8 Student Assessment Appeals Policy Statement in the 2018 RTO Handbook.

6.5 Procedures for implementation and collection of RTO Surveys

The following surveys are conducted each year:
- VET Staff Survey: All VET teachers are required to complete a VET teacher online survey in Term 4 every year. The VET coordinator is responsible for distributing the link to this survey.
- VET Student Surveys: Year 12 and 11 VET students are required to complete an online survey in Term 3 each year. VET teachers are responsible for distributing the link to this survey. The VET Course Early Exit Survey is embedded in the student surveys.

The results are published and feedback given to the school in Term 1 the following year. Results are used to inform school decisions about curriculum offerings, Training and Assessment Strategy reviews, delivery site resources and facility upgrades, equipment and professional learning directions for teachers.

7. Additional information to satisfy NESA/HSC requirements:

7.1 Work Placement/Student Placement Record

Work placement is a mandatory HSC requirement. "If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a **non-completion** ('N') **determination**." https://ace.nesa.nsw.edu.au/ace-8028

In general, required hours of work placement are equal to 35 hours for each 120 hours of the course. Students who do not complete the required hours of work placement will not have the course recognised by NESA. This will affect the HSC outcome.

In accordance with the Workplace Learning Policy no placements may take place during the summer school holidays. The workplace learning policy can be located at:

https://education.nsw.gov.au/policy-library/policies/workplace-learning-policy-for-secondary-students-in-government-schools-and-tafe-nsw-institutes

Mandatory documents for the implementation of the policy (including Student Placement Records, *Workplace Learning Guide for Employers 2017* and *Workplace Learning Guide for Parents 2017)* are located at:

https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html

Workplace learning guides and emergency contact cards are printed centrally and distributed by courier. At the start of each year, (or when there is a version change) order forms are submitted to the Senior Pathways Officer. Sufficient guides should be ordered to meet all the requirements for work placement and work experience students.

Placements for Industry Curriculum Framework courses are coordinated by Work Placement Service Providers (WPSPs). South West Connect provides a registration link to VET teachers early in term 1.

South West Connect provides a copy of pages 2-3 of the SPR with the host employer completed when they send SPR to the VET teacher. Student details on these forms are mined from registration data. Signatures on SPRs should be accessed sequentially i.e. *student → host → parent → school*

It is most important the parent signature is accessed after the host. For SPR's where a blanket signoff is used students are required to contact the host employer 1 week prior to the placement to ensure correct contact details for the supervisor are included on the SPR. Any adjustments to work placement hours require a new SPR to be completed by all signatories and resubmitted.

Students who fail to complete the assigned work placement will need to find their own placement. The VET teacher is responsible for ensuring the student arranges the makeup work placement in the appropriate period of time. In keeping with school assessment policy an appropriate warning letter must be issued indicating that Preliminary/HSC requirement may not be met.

7.2 School Emergency Contact Policy

Students are issued with a work placement Safety and Emergency Procedures Student Contact Card containing emergency contact phone details of key personnel.

- During school hours students may contact the school or a parent.
- After schools hours and during normal business hours (i.e. 9 am – 5 pm) students will contact the deputy for senior students **Ms T Haslehurst** on the school mobile phone **0419 244 920** or their VET teacher on the school phone number on (02) 9607 8011. Parents should be contacted as the emergency contact outside of normal business hours. Any issues requiring investigation should be referred to the school for follow up action.

7.3 Work Readiness Program
In order to be deemed ready to undertake mandatory work placement students must demonstrate safe and appropriate behavior and attitude as required in an industry setting. Students must be deemed work ready by their VET teacher in order to participate in work placement.

At Ashcroft High School, a work ready program is delivered by the Careers Teacher in year 10 careers lessons and in conjunction with the Beacon program, which the school operates. This includes work preparation activities for Year 10. Examples include Polish a program which focuses on presentation for work. VET teachers follow up in Year 11 with a focus on industry specific readiness. Guest speakers from South West Connect are utilised annually to assist in preparing students for work readiness and the gotoworkplacement on line SWC work readiness program is completed by students in class. The school assessment policy contains comprehensive work placement information which is covered by the Deputy for Senior students In addition VET teachers will also prepare year 11 students by

- considering various workplace-related scenarios, for example, safety issues, workplace culture, child protection issues and ethical dilemmas and devising appropriate strategies and dialogue to deal with these
- learning about work, workplace culture and career options in a specific subject area
- undertaking additional courses, for example, on customer service or first aid
- providing opportunities for demonstration and practice of desired skills and attitudes, for example, simulations and role plays
- mock interviews, preferably involving a person not too familiar to students

Students with **special needs** are supported by the LaST before entering the workplace.

The school must ensure that students with special needs are provided with opportunities on the same basis as other students. This includes identifying and liaising with the workplace around (reasonable**) adjustments and accommodations that students with disability (**and learning and support needs) **may require.**

Additional information regarding work placement (referencing the Work place learning Policy (2017 revised version)

- **Non Payment of Students**

Work placement is unpaid. Students on workplace learning placement are classified as voluntary workers. Payment to students on workplace learning placement invalidates insurance provisions. The **one exception** is where the student uses their part-time employment as part of their mandatory HSC VET work placement requirement. In this case, the student is not a voluntary worker and the insurance arrangements of the employer apply to the student.

- **Industrial Requirements**

Some workplace learning opportunities have pre-requisites and some students may require assistance to obtain travel concessions.

Examples of pre-requisites include:

Construction
- All workplace learning in the construction industry requires as a pre-requisite that the student completes Work Health and Safety induction training for construction work and holds the construction induction training card (CIC or 'white card"). Where a student has independently undertaken induction training for construction online through a registered training organisation in another state or territory, they must complete additional safety training arranged by the school to ensure they are fully prepared for their workplace learning in construction.

  While some tools and equipment common in industry are not permitted for use by students in a school setting, the construction teacher will indicate the appropriate tools and equipment that the individual student could use on work placement.

Child related employment

- completion of a Prohibited Employment Declaration for child-related employment where required. For example, when undertaking workplace learning in an institution of the NSW Department of Education and Training. For more information , see the supporting document, *Guidelines for Workplace Learning in child-related Employment*

All employment
- completion of a statutory declaration if strictest confidentiality is a particularly important factor to the host employer. All students are required to acknowledge the importance of respecting confidentiality on their part of the Student Placement Record.

- **Industrial disputes**

In the event of an industrial dispute at the workplace, the placement is suspended or postponed and the student must return to school.

- **Accidents Involving Students**

When a student undertaking a HSC VET course is **injured during a workplace learning placement the employer should** complete a written report of the accident as soon as possible and forward it to the school. The report must include a full statement from the student, the supervisor and relevant witnesses.

A School Accident Report Form must be completed immediately and the policy Reporting School Accidents must be followed. (*Legal Issues Bulletin number 39* – Preparation and use of accident reports in schools and TAFE NSW)

In cases of a serious accident or occurrence in the workplace the reporting requirements specified in the ***Work Health and Safety Act 2011*** **(WHS Act)** and the department's Incident Reporting Policy and procedures specified by the department's Health and Safety Directorate must be implemented. Schools must notify the Incident Report and Support Hotline on 1800 811 523.

- **Insurance Claims and Legal Proceedings**

Insurance and indemnity provisions of the Department will apply to all workplace learning placements approved by Southwest Connect. These provisions will not apply when the placement is not approved by the Principal or nominee or Southwest Connect The Department's provisions also apply to workplace learning programs for government school students arranged by private and community registered training organisations with external host employers when approved by the school Principal. More detail is available in *Private or community registered training organisations providing HSC VET courses Guidelines and Procedures.*
All student workplace learning placements arranged privately, by parents or carers, that are not authorised and approved by the Principal or nominee are excluded from the insurance and indemnity provisions of the Department.
Students on workplace learning placement are classified as voluntary workers. Payment to students on workplace learning placement invalidates these provisions.
The Department's insurance and indemnity provisions do not apply to situations where a student uses a designated period of **regular paid part-time employment as part of their mandatory HSC VET work placement.** In these cases the student is not a voluntary worker and the workers compensation and insurance arrangements of the employer apply.

- **Post placement follow up activities**

Workplace learning opportunities provide rich, valuable and sometimes unexpected learning for students and teachers and deserve to be tapped fully, made explicit and shared.

This learning is integral to the delivery of the VET course. Workplace learning is also part of the student's expanding learning journey.

Teachers will

- Ensure students understand that follow up activities are not optional and are important for student safety, well-being and optimal learning and career pathways planning.

- Seek evaluations or reports from employers and possibly parents/carers, staff and work placement programs to support effective post placement follow up activities with students, either in the classroom or on an individual basis.

- Provide students with journals, activities or student - developed tasks to work on.

Follow up activities immediately after placements are critical for the following reasons:

- to capture any undisclosed child protection or injury matters that must be reported
- to identify any welfare, health or safety issues that need to be followed up
- to see that curriculum outcomes are being achieved through workplace learning, and if not, what adjustments are needed
- to help students identify and document what they have learned from their workplace - experience and importantly, how they will apply this learning, for example, what they will do better or differently in their practice, or how they will transfer this learning to other contexts
- to maximise shared learning from the range of students' experiential learning
- to monitor and review the workplace learning program through client feedback. This may include evaluation and reflections from students, reports or comments from host employers and input from parents/carers and teachers

Examples of post placement activities include:

- completion of questionnaires, feedback or evaluation sheets and then discussion where possible.

- composing a narrative that highlights the student's learning insights from the workplace and the links made to VET curriculum
- composing an item for the school newsletter or local press or radio that demonstrates how the student (and the community) has benefited from their workplace learning.

- **Prohibited activities**

Prohibited activities and activities that need special consideration

Young workers can lack the experience, knowledge, confidence and skills to identify and deal with potential hazards. Inexperience and a lack of awareness can increase the likelihood of a young worker being injured. There are some activities that are not suitable for students (young workers) in an approved workplace learning program and there are others where special consideration needs to be given to addressing risks.

Students cannot undertake the following:

Use of machinery or equipment which *may* be dangerous for new or young workers to operate is prohibited ***unless*** each of the following occurs:
- the activity is first risk-assessed as suitable and safe for student operation by the host employer, along with the following:
  1. the student is given appropriate information, instruction and training and a checklist for the safe operation and handling of the equipment
  2. the equipment is in safe working order, complete with required safety devices or guards
  3. a suitably qualified or experienced person in the workplace who has good communication skills and the ability to give clear instructions provides on-going close supervision.
- the service of alcohol where the student is under 18 is prohibited; if the student is over 18 years, the activity must be essential to the placement and have been agreed to by the school or TAFE NSW Institute and the student must have completed the Responsible Service of Alcohol (RSA) Training Course
- the following 'high risk construction work' as defined in the *NSW WHS Regulation 2011* Chapter 6 is prohibited: construction work in tunnels, confined spaces or involving the use of explosives or work in and around pressurised gas distribution mains or piping and energised electrical installations or services; near traffic or mobile plant, or demolition work other than simple stripping of walls etc.
- any excavation work at a depth greater than one metre or near utilities is prohibited
- any excavation work at a depth under one metre without direct supervision by a competent person, is prohibited
- work on permanent or temporary structures used to enable construction work in marine environments is prohibited
- working on a roof or in a roof cavity is prohibited
- working where asbestos is present is prohibited
- any activities involving or adjacent to the repair, removal or demolition of any construction work containing asbestos or in the clean-up process following the activity are prohibited
- attendance at a site while chimney stacks or buildings are being demolished is prohibited
- scheduled work as set out in Chapter 4 of the *NSW WHS Regulation 2011* is prohibited, unless there are exceptional circumstances and the student, aged 18 or over, already has achieved the necessary certification
- any activity requiring a licence (eg. a driver's licence), permit or certificate of competence is prohibited unless:
  - the student already has the relevant current licence, permit or certificate
  - the activity is directly related to the learning outcomes of the placement
  - the activity is included in the Student Placement Record prior to approval.
  - driving any old or unregistered vehicles commonly known as 'bush bashers' is prohibited.

Placements in the construction industry

All workplace learning in the construction industry requires as a pre-requisite that the student completes Work Health and Safety induction training for construction work and holds the construction induction training card (CIC or 'white card"). Where a student has independently undertaken induction training for construction online through a registered training organisation in another state

or territory, they must complete additional safety training arranged by the school to ensure they are fully prepared for their workplace learning in construction.

While some tools and equipment common in industry are not permitted for use by students in a school setting, the construction teacher will indicate the appropriate tools and equipment that the individual student could use on work placement. Further advice is available from the student's school or TAFE NSW Institute and in some cases from the Work Placement Service Provider.

There should always be close supervision of a young worker when there is a risk of a fall. For example; where a student is on an elevated level, near an opening or in the vicinity of an edge. Minimising the risk of a fall may include physical restraints or barriers.

Students are not expected to drive any vehicle (their own, host employers or clients) whilst undertaking activities on behalf of the host employer

7.4 Satisfying HSC and ATAR requirements

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the optional HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

For a VET course to contribute to a student's ATAR a student must:
- follow the standard procedures set down by NESA for satisfactory completion of a HSC course
- successfully complete the mandatory work placement hours, and HSC content
- attempt the optional HSC examination.

7.5 "N" Warning for VET courses

Students undertaking a VET course must meet the requirements of NESA for the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment. The rules and processes related to an "N" award for a Board Developed Course are applicable to students undertaking a VET course.

NESA has mandated work placement as a requirement of the HSC. Students must satisfactorily complete the hours of work placement required for the course undertaken as it may be determined that they have not made a genuine attempt to complete course requirements. VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

Successful work placement requires the student to complete the mandatory hours of work placement to the satisfaction of the employer and the school. If a student does not attend or complete the work placement provided, the student must receive an "N" Warning Letter. The student is then responsible for identifying an alternative work placement. The VET coordinator and class teacher must approve the work placement before it is undertaken by the student.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures in the assessment policy.
The policy requires that the student:
- notifies the employer of the absence on the morning of the absence before normal work start time by telephone
- notifies the class teacher on the morning of the absence by telephone, and
- completes the illness/misadventure form found in the Preliminary and HSC Assessment handbooks with a medical certificate attached. This must be given to the class teacher on the first day the student returns to school after completing work placement, to be approved by the VET coordinator.

Students who do not satisfactorily complete work placement requirements by the end of the course will be deemed to have not satisfied course requirements. They will not be eligible for the HSC in that course until rectified and the N determination has been resolved.

The VET Coordinator enters students who failed to complete work placement on Sentral and notifies teachers of the dates of the students' absence. The VET Coordinator also enters dates on the school calendar.

Student advises teachers when they will be absent from school at work placement and arranges for all assessment tasks and catch up work missed.

7.6 Optional HSC Examination

Every 2 Unit VET course that is a 240 course Industry Curriculum Framework has an optional external HSC examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus. The HSC examination:

- has no impact on student eligibility for AQF qualifications
- is optional for VET students
- is a two hour written paper, and
- results may contribute to the calculation of the student's ATAR.

Any student who does not wish to sit for the HSC external examination must advise their teacher during the HSC year. Students and their parents/guardians will need to complete the appropriate form and the VET coordinator will withdraw the student from the examination via Schools Online.

All students enrolled in the 240 hour industry Curriculum Framework course will be entered to the HSC examination. Students who do not choose to complete the optional HSC examination must complete the form HSC Examination Withdrawal located at:
QMS > RTO Management>Withdraw from HSC examination

The form should be submitted to Petar Matic, the careers advisor who will check the impact of withdrawal from the examination on the student's program of study.

The external examination only may contribute to the calculation of the student's ATAR. Withdrawal from the examination does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course but has not undertaken the external examination, the student will have the VET subject listed on their HSC, but there will be no examination mark and the VET course will not contribute to the calculation of their ATAR.

Students who do not need an ATAR do not need to sit the optional HSC examination. Students should complete the form located on QMS and submit it to the school after consultation with the Careers Adviser to ensure the decision does not impact on the ATAR.

VET teachers preparing students for the optional HSC examination should refer to the Power Point presentations on the Course Blog Ed pages to assist with revision and exam preparation.

Additional Policies

1.Annual In- School Self Audit

Ashcroft high School undertakes an in school internal self- audit using a proforma supplied by the RTO found on QMS. The Vet Coordinator meets with each VET framework teacher and ascertains their compliance with expected standards and aggregates the information before sending it to the RTO.

2.SBAT school procedures

A School Based Apprentice or Trainee is a student studying the Higher School Certificate (HSC) who also undertakes an apprenticeship or traineeship. The formal training component provides HSC unit credit. A School Based Apprentice or Trainee works for an employer and attends formal training at a TAFE college, Trade School, Trade Training Centre local High School or other Registered Training Organisation.

School Based Traineeship (SBT)
- may be completed in a minimum of 15 months and must be completed before the end of the HSC;
- are required to complete minimum 100 days of work;
- students are accredited with Certificate II in their industry area.

School Based Apprenticeships (SBA)
- may be completed in a minimum of 5 years (2 years as part of the HSC is first year of apprenticeship and 3 years post HSC);
- are required to complete various number of days in the workplace depending on the industry (minimum of 100 days);
- will be accredited with Certificate III (Trade Certificate) in the relevant industry area at the completion of the 5 years.

More details regarding the Guidelines for School Based Apprenticeships and Traineeships can be located at: http://www.sbatinnsw.info/

Although they vary from one industry to another, all apprenticeships and traineeships require the following:
- paid employment;
- a training agreement or indenture that is signed by both the employer and apprentice/trainee and is registered with the NSW Department of Education and Communities;
- a formal training program, delivered by a Registered Training Organisation, that meets the requirements of a declared traineeship in NSW and leads to a nationally recognised qualification and;
- training plans to be submitted and signed by the school and regional personnel
- the time students spend at work for a School Based Apprenticeship and Traineeship may vary from one industry area to another and from one week to another. The actual pattern of time spent at work will be negotiated between the employer, the student and the school.
- work may need to be after school, on weekends, during school vacations or after the completion of HSC examinations as well as during school time to complete the work
- requirement of the traineeship completion must be no later than 31 December of the HSC year.
- the Industrial Award under which the trainee is indentured will determine the training wage.

The Department of Education and Communities, has identified Certificate II and III level apprenticeships and traineeships available for school based delivery.
The Region employs a School Based Apprenticeship and Traineeship Coordinator who supports schools with training plan preparation and sign off, monitors apprentice and trainee progress and general advice.

The School's SBAT coordinator (Careers Advisor) will:

- in conjunction with the supervisor assigned to the student will liaise with the regional SBAT coordinator to monitor progress of SBAT's and provide a link between school, and advise and provide support to students undertaking   SBATs

- enhance and maintain electronic records of SBAT participation.(NESA)